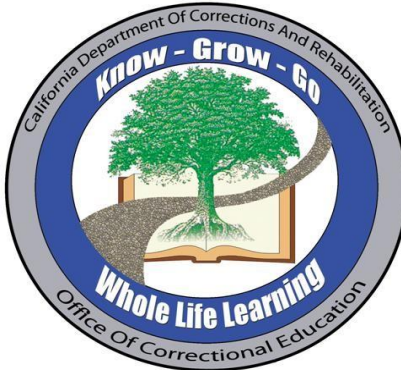


DEPARTMENT OF CORRECTIONS AND REHABILITATION

OFFICE OF AUDITS AND COMPLIANCE

EDUCATIONAL COMPLIANCE BRANCH



COMPLIANCE REVIEW FINDINGS

Central California Women's Facility

May 19 through 23, 2008

ADMINISTRATION

G. Lynn Hada

ACADEMIC EDUCATION

John Jackson

Beverly Penland

Mark Lechich

VOCATIONAL EDUCATION

Beverly Penland

Ron Callison

Zachary Steinhaus

LIBRARY

Christine Long

FEDERAL SUPPLEMENTARY PROGRAMS

Mark Lechich

Ron Callison

Sarita Mehtani

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

No.	INSTITUTION: CCWF DATE: May 19-23, 2008 COMPLIANCE TEAM: G. Lynn Hada	Yes/No or NA	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Allotments/Operating Expenses:</div> <ul style="list-style-type: none"> Does the Principal maintain a budget tracking system to monitor the school departments' complete budget? Is there an annual spending plan to determine sub-allotments to programs, expenditures and their balance? 	Yes	
2.	Based upon current policy (amount of budget allotted) does it appear that a viable spending plan is in place in order for allocated funds to be fully utilized by year end?	Yes	
3.	Are funds allocated by Office of Correctional Education available and spent within program areas?	Yes	
4.	Are funds tracked by funding source? General Fund, special Budget Change Proposal funding, Federal and State Grant Programs allocated by Office of Correctional Education?	Yes	
5.	Are allocated funds for the Bridging Education Programs, including Arts In Corrections (AIC), used to provide program services to inmates?	Yes	
6.	Are law library purchases funded by the institution's general budget?	No	<p>There is an ongoing attempt by the California Department of Corrections and Rehabilitation (CDCR) Administration to resolve the use of Program 25 versus Program 45 monies to operate Law Libraries. The ongoing discussions to resolve the funding issues are taking place between Adult Operations and Adult Programs headquarters staff.</p>
7.	Is the school following the Education Hiring Steps and Responsibilities memo and matrix dated July 13, 2006 instructions when filling vacancies?	Yes	
8.	Are the Education Monthly Report (EMR) and the Education Daily Report (EDR) accurate and being completed and submitted on a timely basis?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

9.	Has adequate space and equipment been provided for staff to perform the required duties of the Reception Center/Bridging Education Program, Arts In Corrections program and the Television Specialist?	Yes	
10.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Credentials:</div> <p>Are all instructional and supervisory staff credentialed appropriately within subject matter area where they are assigned?</p>	No	One teacher's assignment to an elementary class code position number (2287) requiring a multiple subject credential does not correspond to his single subject credential. It is recommended that he be placed in a high school teacher class code position number (2290). Several other teachers had no credentials on file when the files were examined.
11.	Does the assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification?	No	One Re-Entry Program Instructor (Bridging) class code (7581) is inappropriately working as a relief instructor for the Bridging Education Program. The 7581 class code does not require a credential. The relief position must be assigned to a credentialed academic high school teacher class code (2290).
12.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Duty Statements:</div> <p>Are 100% of the staff duty statements on file and applicable to current position?</p>	No	Duty Statements for several teachers were not available in the supervisory files.
13.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Operational Procedures:</div> <p>Does the institution have an Operational Procedure that addresses the legislative mandates of the Bridging Education Program?</p>	Yes	
14.	Does the institution have an Operational Procedure for the Education Program? Does it use Department Operation Manual Chapter 10 as an inclusion?	No	The current Operational Procedure for the Education Program does not reference the Department Operation Manual (DOM) at all. It is recommended that the Operational Procedure for the Education Program be revised to include Chapter 10 of the DOM.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

15.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px; margin-bottom: 5px;">Staff Assignments:</div> <p>Does the Principal maintain a current and complete list of all authorized positions and their status?</p>	No	<p>There is an academic classroom that is does not conform to Office of Correctional Education policy and should be a regular Adult Basic Education classroom. Additionally there are two teachers assigned as testing coordinators with no student quotas. The Office of Correctional Education has only authorized Central California Women's Facility (CCWF) to have one non-quota teacher assigned to testing coordinator. Also there are three non-quota relief teachers on the Education Monthly Report using teachers that should have a quota.</p>
16.	<p>Are all staff appropriately working and/or assigned within the education program?</p>	No	<p>There are two staff inappropriately assigned. One teacher is inappropriately assigned to an elementary class code position number (2287) requiring a multiple subject credential that does not correspond to his single subject credential. It is recommended that he be placed in a high school teacher class code position number (2290). The other one is a Re-Entry Program Instructor (Bridging) class code (7581) that is inappropriately working as a relief instructor for the Bridging Education Program. The 7581 class code does not require a credential. The relief position must be assigned to a credentialed academic high school teacher class code (2290). Also, several other teachers had no credentials on file when the files were examined.</p>

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

16.			<p>There is also a teacher assigned to an unapproved "pre-academic" class handling testing and inmate assignments within education. There is at least one teacher coordinating almost entirely college programs contrary to OCE policy and general funding for Adult Basic Education requirements. While it is understood that college programs are a beneficial and sequential part of the education process, no funds for staff or college materials are included in the general funds by CDCR. It is recommended that OCE and the Warden support and encourage the funding of Post Secondary Coordinator positions for each institution to handle distance college and trade school participation. There are also two teachers assigned to handle the education testing process that are not identified by OCE as approved positions for that specific purpose. It is recommended that CCWF Education Department and the Warden work with OCE to clarify these assignments.</p>
17.	Do all staff within the education program report to, and are under the Principal's supervision?	Yes	
18.	Is the Bridging Education Program Reception Center/General Population/Arts In Corrections fully staffed with supervisory, instructional and ancillary personnel?	Yes	
19.	Are Re-Entry Program instructors, class code 7581, assigned only to the Bridging Education Program (BEP)?	Yes	
20.	When Bridging Education Program vacancy occurs, is it immediately reclassified to class code 2290 Teacher, High School, General Education?	Yes	
21.	Has the Artist Facilitator been officially assigned to the Education Department?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

22.	Is there a system in place that is being utilized to ensure the tracking of inmates and their completed assignments during their transition from the Reception Center to the General Population Institution?	Yes	
23.	Has an individual been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support?	No	No one is assigned to this position. Maintenance of the Transforming Lives Network is done through an outside contract.
24.	When there is a modified program, class closure, etc., is a plan in place to continue to deliver education services and other required educational activities and is the plan always implemented?	Yes	
25.	Is the Assessment Office Assistant (OA) performing duties delineated in the Assessment OA duty statement?	Yes	
26.	<div style="border: 1px solid black; padding: 2px;">Alternative Education Delivery Model:</div> Is an approved Alternative Education Delivery Model Operational Procedure in place?	Yes	
27.	Are all of the Alternative Education Delivery Models being locally implemented at the institution in agreement with the California Correctional Peace Officers Association agreement and the institutional Operational Procedure per the Suzan Hubbard memo dated May 5, 2005?	Yes	
28.	Are all Alternative Education Delivery Model positions filled?	Yes	
29.	Do all Alternative Education Delivery Model faculties have the approved Alternative Education Delivery Model Duty Statement with required signatures?	No	At least one teacher does not have the proper Alternative Education Delivery Model Duty Statement on file.
30.	Are Alternative Education Delivery Model inmate enrollments/assignments being made based on eligibility criteria of the enrollments/assignment as defined in the course descriptions and guidelines?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

31.	<ul style="list-style-type: none"> Are all Alternative Education Delivery Model Programs operating as full-time programs that meet the program-wide quotas? <p>Are all approved Alternative Education Delivery Model faculty schedules posted?</p>	Yes	
32.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Has all education staff received Gender Responsive Strategies training provided by the Female Offender Programs institutional administration?</p>	No	Only part of the staff has completed Gender Responsive Strategies training; the remainder of the staff has been scheduled for training throughout the year.
33.	Are female inmates' vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines?	Yes	
34.	<div style="border: 1px solid black; padding: 2px;">Certificates of Completion or Achievement:</div> <ul style="list-style-type: none"> Are Certificates of Vocational or Academic Completion being issued to those students earning them and recorded on a tracking system? <p>Are Certificates of Achievement issued to those students who exit the program before the Certification of Completion is earned?</p>	Yes	
35.	<div style="border: 1px solid black; padding: 2px;">Executive/Supervisory Assignments:</div> <p>Are documented staff meetings held regularly by Principal, Academic Vice Principal, and Vocational Vice Principal? (monthly or more)</p>	Yes	
36.	Is the Principal a member of the Warden's Executive Staff?	Yes	
37.	Does all supervisory staff conduct and record classroom visitations and observations on a quarterly basis?	Yes	
38.	<ul style="list-style-type: none"> Does the Academic Vice Principal/Vocational Vice Principal provide documented In-Service-Training and On-the-Job-Training? <p>Are all probationary and annual performance evaluations currently due completed?</p>	No	Several probationary and annual performance evaluations are overdue.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

39.	Are supervisors documenting contact with staff and inmates involved in the bridging program?	No	There is no documentation of supervisory contact with inmates although supervisory contact with teaching staff is documented.
40.	Are Transforming Lives Network quarterly reports being submitted to Office of Correctional Education by the due dates of Oct. 10, January 10, April 10 and July 10?	Yes	
41.	<div style="border: 1px solid black; padding: 2px;">Test of Adult Basic Education:</div> <ul style="list-style-type: none"> Is the Principal trouble shooting Test of Adult Basic Education score losses identified on the School Program Assessment Report Card (SPARC)? Is the principal implementing remedial changes to improve the scores? 	Yes	
42.	Is there a 4.0 reading level report generated and distributed to appropriate staff?	Yes	
43.	Is a list of inmates who have a verified Learning Disability generated and distributed to appropriate staff?	Yes	
44.	<div style="border: 1px solid black; padding: 2px;">Accreditation:</div> <p>Has the education program been accredited by the Western Association of Schools and Colleges, or has the application for accreditation been submitted to the Western Association of Schools and Colleges?</p>	Yes	
45.	<ul style="list-style-type: none"> Is there a continuing Western Association of Schools and Colleges process being followed by the school with the action plans being actively addressed in a timely manner. <p>Is there a leadership team in place and do minutes substantiate regular meetings?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

46.	Inmate Enrollment/Attendance:	Yes	
	Do Academic, Vocational, Bridging Education Program, Enhanced Outpatient Program and Alternative Education Delivery Model enrollments meet the required program quotas (15:1, 27:1, 54:1, 120:1)?		
47.	Has the Institution developed an eligibility list for assigning inmates to the Bridging Education Program?	Yes	
48.	Does the Principal maintain a copy of the current inmate assignment waiting list?	Yes	
49.	Is education staff attending Institution Classification Committee (ICC) meetings for input into the placement of inmates into education programs?	Yes	
50.	Bridging Program:	Yes	
	Has the teaching staff met with each inmate upon assignment to the Bridging Education Program?		
51.	Are all Bridging Education Program eligible inmates receiving an education orientation packet upon arrival to the housing unit?	Yes	
52.	Transforming Lives Network:	Yes	
	Has the Transforming Lives Network satellite dish been installed and operational?		
53.	Is the Literacy Coordinator (Academic Vice-Principal) designated as the Transforming Lives Network Coordinator?	No	The Literacy Coordinator is one Academic Vice-Principal; the Transforming Lives Network Coordinator is another Academic Vice-Principal.
54.	Do the number of inmates being enrolled and the number completing Transforming Lives Network courses agree with the numbers reported to Office of Correctional Education?	Yes	
55.	Has Transforming Lives Network enrollment and completion data been tracked?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

56.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">General Education Development Testing/High School Credit:</div> <ul style="list-style-type: none"> • Is there a High School credit program and General Educational Development (GED) Testing program that follows Office of Correctional Education and State requirements? • Are High School Diplomas and GED Equivalency Certificates issued to qualified inmates? 	Yes	A few High School Diplomas have been issued and a new High School program has just begun.
57.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Inmate Education Advisory Committee:</div> <p>Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings?</p>	Yes	
58.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Education Files</div> <ul style="list-style-type: none"> • Do all of the quarterly CDCR Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions, etc.? • Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available.) <p>Does supervisory staff (Academic Vice-Principal/Vocational Vice-Principal) review these reports?</p>	No	The CDCR Form 154 or High School transcript does not include any High School credits. Many of the education files were incomplete with no CDCR Form 128Es, Test of Adult Basic Education sub-test reports and other required information
59.	<ul style="list-style-type: none"> • Are Education Files with the Record of Inmate Achievement (CDCR Form 154) transferred to Central Records when a student leaves education, transfers or paroles? • Is there a copy of the Record of Inmate Achievement (CDCR Form 154 or High School Transcript) kept in the Education Office files in perpetuity? • Are Education Files prepared for all assigned inmates? <p>Are Bridging Education Program Education Files prepared for all assigned bridging students in the Reception Center and are they then transferred to the General Population receiving institution?</p>	No	Normally the Education Files are transferred directly to the receiving institution or paroles rather than being transferred to Central Records. There is no copy of the CDCR Form 154 retained in the Education Office files.
60.	If there are any contracted, Office of Correctional Education sponsored or special programs operating at the institution, have the teachers assigned to these programs received special/related training?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

61.	Literacy: Are literacy programs available to at least 60% of the eligible prison population?	Yes	Per the Education Monthly Report, literacy programs are available to 72% of the eligible prison population.
62.	Is there an active Site Literacy Committee that meets and documents quarterly meetings, and is it coordinated by the Principal or an Academic Vice-Principal?	Yes	
63.	Does the Site Literacy Committee discuss the Bridging Education Program as part of its quarterly meetings?	No	There was no mention of the Bridging Education Program in the meeting minutes.
64.	Is the institution utilizing at least two alternate resources to implement literacy services for inmates?	No	Currently the only alternate resource is the TV literacy program. The Laubach Literacy program is in the process of being implemented.
65.	Is there an established procedure for placing students into any existing Learning Literacy (LLL) lab? (a federally or non-federally funded Computer Aided Instruction /Plato/Computer Lab)	Yes	
66.	Developmental Disability Program and Disability Placement Program: If this is a Developmental Disability Program and/or a Disability Placement Program site, does the principal have the required documentation that demonstrates adherence to the Court Remedial Plans and CDCR/Office of Correctional Education policies?	Yes	
67.	ESTELLE/Behavior Modification Programs: Is documentation available regarding the original operational intent/concept of the Estelle/Behavior Modification Unit Program and are there actual implementations of the program/programs?	N/A	
68.	Is there an Estelle/Behavior Modification Unit Program monitoring and tracking process in place to record to record student progress through achievement/progress, data collection, instructional methods, and curriculum?	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

69.	<div> Correctional Offender Management Profiling for Alternative Sanctions – Risk and Needs Assessment: </div> <p>Is there an approved Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operational Procedure (OP)?</p>	Yes	
70.	Are all Recidivism and Reduction Strategy Assessment positions filled (part of Correctional Offender Management Profiling for Alternative Sanctions)?	Yes	
71.	Are all other designated assessment positions filled? Is there a designated supervisor over the COMPAS Risk and Needs Assessment Program?	Yes	
72.	Do all designated assessment staff have an individual COMPAS log-on code? Is the security of the code maintained?	Yes	
73.	Does the assessment staff maintain appropriate security of laptop and/or stand-alone computers utilized for the COMPAS Risk and Needs Assessment Program?	Yes	
74.	<div> Recidivism Reduction Strategies: </div> <ul style="list-style-type: none"> Is there a Recidivism Reduction Strategies expenditure tracking log maintained by the Principal for the purposes of identifying equipment or materials purchase or provided to the institution for assessments as identified in the Recidivism Reduction Strategies Budget Change Proposal (BCP)? Are inventories of Recidivism Reduction Strategies equipment maintained and current? 	No	The Recidivism Reduction Strategies equipment inventories have not been updated since the initial inventory when the equipment was received.
75.	<div> Recidivism Reduction Strategies Enhanced Outpatient Program: </div> <p>Are all Enhanced Outpatient Program staff hired and in place?</p>	Yes	
76.	Does the Principal (via the Academic Vice-Principal) supervise the Enhanced Outpatient Program Teacher(s) in accordance with CDCR policy?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

77.	Have the Enhanced Outpatient Program Teacher(s) received training in performing the required duties as described in the Enhanced Outpatient Program Duty Statement?	Yes	
78.	<div>Multi-Agency Re-entry Program (SB 618):</div> Has the institution interviewed and hired for the Prison Case Manager positions as members of the Multi-Disciplinary team?	N/A	
79.	Are the four vocational programs referenced in Senate Bill 618 in place at the institution?	N/A	
80.	Has a documentation process been established to monitor inmate contact time as well as inmate growth and completion of program?	N/A	
81.	<div>Vocational-Recidivism Reduction Strategies</div> Are all original vocational Recidivism Reduction Strategies teacher positions filled and are all classrooms operating?	N/A	
82.	Are all Recidivism Reduction Strategies vocational classes at full enrollment?	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

NO.	INSTITUTION: CCWF DATE: May 19-23, 2008 COMPLIANCE TEAM: John Jackson, Zachary Steinhaus	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;">Student Job Descriptions:</div> <p>Are all of the inmate students' job descriptions accurate, complete, signed, and available?</p>	Yes	The job descriptions were signed and dated.
2.	<div style="border: 1px solid black; padding: 2px;">Student Records/Achievements:</div> <p>Do all the of classroom files reflect Test of Adult Basic Education scores that are being administered according to the quarterly testing matrix and that are not over six months old for students under the CDCR Literacy Plan criteria and Office of Correctional Education Test of Adult Basic Education testing requirements?</p>	No	Some of the teacher student files did not have Test of Adult Basic Education scores.
3.	Are all of the CDCR Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	Yes	
4.	Is 100% of the CDCR curriculum recording system in-use, accurate, and current?	Yes	
5.	Do 100% of the Permanent Class Record Cards (CDCR Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time for 4-10 programs for traditional classes?	No	There seems to be some difficulty in receiving students on time, especially those students coming from "B" yard. Most teachers reflect "S" time for the delay in receiving their students but some do not.
6.	Are Certificates of Completion or Achievement being issued to those students earning them?	Yes	
7.	<div style="border: 1px solid black; padding: 2px;">Instructional Expectations:</div> <p>Do all of the academic education classes have lesson plans that agree with the CDCR approved curriculum?</p>	Yes	Some of the teachers had excellent lesson plans.
8.	Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript?	No	Teachers are not giving elective credits.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

9.	Do all of the academic education classes have course outlines that agree with the CDCR approved curriculum?	Yes	Some of the teachers had excellent course out lines.
10.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bridging Education Program Instructional Expectations:</div> Is each teacher utilizing the established curriculum for Bridging Education Program and does each teacher has a copy of the curriculum?	Yes	The teachers were using the approved Office of Correctional Education Bridging Education curriculum.
11.	Are the Test of Adult Basic Education and Comprehensive Adult Student Assessment System being Administered to Bridging Students? Are other assessments being used to assess the inmate job skills?	Yes	All of the files had Test of Adult Basic Education scores; a very small percentage of the files had Comprehensive Adult Student Assessment System scores.
12.	Does Bridging Education Program teacher utilize the proper Permanent Class Record Card (CDCR Form 151) that is up to date and accurate?	Yes	The Permanent Class Record (CDCR Form 151) cards were current and up to date.
13.	Has the Bridging Education Program teacher developed a written weekly schedule to include student programs and contacts?	Yes	
14.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test of Adult Basic Education Testing Coordinator:</div> Are gain/loss reports (School Progress Assessment Report Card) and the Test of Adult Basic Education sub-test reports reviewed/shared with the education supervisors?	Yes	
15.	Do the Test of Adult Basic Education Coordinator and at least two others have access to a CDCR email address and user account?	Yes	The Test of Adult Basic Education Coordinator must go to either the Principal's or a Vice Principal's office to download the database. It is then uploaded to the Test of Adult Basic Education Computer.
16.	Does the Test of Adult Basic Education Coordinator have the most recent Test of Adult Basic Education database (within a week)?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

17.	Are Test of Adult Basic Education testing protocols signed by current staff?	Yes	
18.	Are the Test of Adult Basic Education testing materials secured in a locked cabinet (mandatory standards)?	Yes	Test of Adult Basic Education Coordinator has an approval memorandum to have all materials locked in a assessment storage room which the coordinator has the only key.
19.	Is a master inventory of Test of Adult Basic Education test booklets and answer sheets maintained by the testing coordinator?	No	The Test of Adult Basic Education Coordinator has a manual inventory system but no inventory of answer sheets. She has indicated she will develop a master computerized inventory and summary sheet to account for all books and answer sheets and their location.
20.	Is the Test of Adult Basic Education binder current and up-to-date with memos, purchase orders and instructions?	No	The Test of Adult Basic Education coordinator did not have the current memorandums; however, she has a comprehensive binder with the majority of the pertinent documentation.
21.	Is the Test of Adult Basic Education locator test being used when needed to determine which level appropriate Test of Adult Basic Education test to administer?	No	The Test of Adult Basic Education Coordinator indicated that the locator has been used in the past but is rarely used now. However it is available. The locator should be used to identify the appropriate test level for each inmate.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

22.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Teacher-Test of Adult Basic Education Testing</div> <p>Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?</p>	No	<p>The academic teachers are not doing the Test of Adult Basic Education testing; according to the Test of Adult Basic Education matrix. All of the testing is being done by the academic prep teacher. It was not possible to audit the majority of what the academic prep teacher is doing, as there is no audit instrument for the pre-academic class which is not approved by the Office of Correctional Education. While the teacher is doing a good job, a great portion of her duties should be performed by the inmate assignment office.</p>
23.	<p>Are the Test of Adult Basic Education tests administered according to the testing matrix?</p>	No	<p>The Test of Adult Basic Education tests are not being administered according to the testing matrix. All of the students are Test of Adult Basic Education tested in the unapproved pre-academic class. The teacher in the pre-academic class does the entire Test of Adult Basic Education testing of students assigned to education. She is also assigning academic and vocational students to the appropriate classes.</p>
24.	<p>Is the Test of Adult Basic Education locator being used when needed to determine which level appropriate Test of Adult Basic Education test to administer?</p>	No	<p>The Test of Adult Basic Education locator test is not being used.</p>
25.	<p>Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?</p>	Yes	
26.	<p>Are teachers using the Test of Adult Basic Education pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting Test of Adult Basic Education score losses in their classes?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

27.	Are current Test of Adult Basic Education subtests placed in student's file?	No	Some of the teachers had the Test of Adult Basic Education scores in the files and some of did not.
28.	<div style="border: 1px solid black; padding: 2px;">Alternative Education Delivery Models:</div> Are Alternative Education Delivery Model Open Line schedules with dates and times posted in public areas for inmate access to educational services during off work hours?	Yes	
29.	Are the Television Specialist and Distance Learning Study Teacher developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments?	Yes	
30.	Does the Television Specialist plan, supplement and implement electronic educational coursework with the Distance Learning teacher, utilizing Transforming Lives Network and airing educational programs, such as Kentucky Educational TV General Education Development series on a weekly basis?	Yes	
31.	Are teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs?	Yes	
32.	Do all of the Education/Independent Study (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	
33.	Do all of the Education/Work Program (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

34.	Do all of the Distance Learning classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	No	The Distance Learning teacher is working with primarily with college students. Adult Basic Education I, II, III and General Educational Development/High School students should be the main focus of the Distance Learning and Independent Study teachers. College should not be the primary focus of the Distance Learning and Independent Study teachers.
35.	Do all of the Independent Study classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	
36.	<ul style="list-style-type: none"> Are teachers testing inmates within ten days of being enrolled or assigned to an Alternative Education Delivery Model program? Are the inmates' Test of Adult Basic Education subtest results analyzed by the teacher for appropriate Alternative Education Delivery Model lesson/class placement? 	No	The teachers are not giving the Test of Adult Basic Education test. The Test of Adult Basic Education Test is given by the Pre-Academic teacher.
37.	<ul style="list-style-type: none"> Is the Alternative Education Delivery Model current enrolled/assigned inmate roster consistently kept updated? Is it given to the Vice-Principal and Principal on at least a weekly basis? 	Yes	
38.	Are students' gains being recorded and tracked?	Yes	
39.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Do all of the academic life skills classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies (GRS) approved curriculum, i.e.? Women's Conflict and Anger Lifelong Management (W-CALM)(Feb. 2007), Women's Health (July 2007), Women's Parenting (January 2008) Women's Victims (July 2008)?</p>	No	The Office of Correctional Education Gender Responsive Strategies (GRS) approved curriculum has not been fully implemented. However, some of the teachers are using sections of the GRS curriculum.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

40.	Do all of the academic life skills classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	No	The Gender Responsive Strategies (GRS) curriculum has not been fully implemented; some of the staff members have not been trained on the GRS curriculum.
41.	<div style="border: 1px solid black; padding: 2px;">ESTELLE and Behavior Modification Unit programs:</div> <p>Is there an effective system in place to track monthly attendance, reporting, and evaluation of assigned inmates, their performance; and participation that allows a clear over-all rating of progress of each student in the Behavior Modification Unit/ESTELLE program?</p>	NA	
42.	Is there a tracking and evaluation process to determine inmate progress on the Behavior Modification Unit curriculum competencies including Conflict and Anger Lifelong Management and is documentation provided to the Unit Classification Committee every 30 days detailing how the inmates assigned to the Behavior Modification Unit program are performing?	NA	
43.	<ul style="list-style-type: none"> Do ESTELLE students have access to computers as required in the framework of the program for training? <p>Does the teacher have Test of Adult Basic Education scores on all of the students in the program?</p>	NA	
44.	<div style="border: 1px solid black; padding: 2px;">COMPAS – Risk and Needs Assessment:</div> <p>Are assessment teachers conducting assessments on eligible inmates as defined by the current COMPAS Operations Manual?</p>	Yes	Assessment Teachers are conducting Inmate assessments in accordance to the Correctional Offender Management Profiling for Alternative Sanctions Operations Manual.
45.	Does assessment staff utilize the current standardized COMPAS Tracking Form?	Yes	The tracking form is being used.
46.	Are the COMPAS questionnaires shredded daily in accordance with the confidential document procedure?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

47.	Are assessment interviews conducted in a semi-private environment?	Yes	The interviews are being conducted in a semi-private environment.
48.	Is appropriate assistance provided to inmates during participation in the COMPAS assessment interview in accordance with departmental policies regarding Effective Communication, the Clark Remedial Plan, and Armstrong mandates?	Yes	These services are being provided when ever they are needed.
49.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Security and Order:</div> <p>Are personal alarms issued to teachers and do they wear whistles and the personal alarms on their person?</p>	Yes	
50.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
51.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Pre-Release</div> <p>Does the Pre-Release curriculum contain Life Skills; Communication Skills; Attitude and Self-Esteem; Money Management; Community Resources; Job Application Training; Department of Motor Vehicles Practice Test; and Parole Services?</p>	Yes	The teacher uses a variety of books, videos, and handouts to supplement the six week program.
52.	Do all of the Pre Release lesson plans contain the objective, handouts, and methods for student evaluation?	Yes	
53.	Is the Pre-Release teacher receiving appropriate institutional and Parole and Community Services Division staff support?	Yes	The institutional and Parole and Community Services Division usually come in once or twice during each session. Also has community speakers who may come in.
54.	Is the Pre-Release curriculum recording system in-use, accurate, and current and are copies of monthly records maintained?	Yes	Most of the work records are recorded on the computer and the recording system is completed at or near the end of the course

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

55.	Does the Pre-Release instructor use a variety of teaching methodologies and allow for differentiation of instruction to meet individual learners' needs?	Yes	The teacher has a variety of supplemental materials, DVDs television, and handout. He uses a combination of lectures, group discussions, recorded lesson, journaling and handouts to meet the many learning needs.
56.	Is the Pre-Release class a full-time program (four days/8.5 hours or five days/6.5 hours)? If no, is there an exemption on file?	Yes	It is a six week 6.5 hour programs, however, there seems to be difficulty getting students on time especially "B" yard. Students are given "S"-time for late arrival.
57.	Are all of CDCR Form 128Es (that are used to record all education participation including course completions) and classroom records current and accurate and reflect a full-quota student enrollment?	Yes	
58.	Does the Pre-release Teacher use the Framework for Breaking Barriers?	Yes	
59.	Does the Pre-release teacher provide the Office of Correctional Education with monthly Pre-release Program reports on time and maintain copies of those monthly Pre-release program reports?	Yes	The reports are kept on the teachers computer and sent to the education office.
60.	<div style="border: 1px solid black; padding: 2px; background-color: #e0e0e0;"> Recidivism Reduction Strategies Enhanced Outpatient Program: </div> Is the Enhanced Outpatient Program Teacher a participating member of the Interdisciplinary Treatment Team meetings?	Yes	The Enhanced Outpatient Program teacher indicated she has a very good working relationship with the medical staff within the Enhanced Outpatient Program and has input concerning education.
61.	Is there a current roster of Enhanced Outpatient Program inmates determined eligible by Interdisciplinary Treatment Team and the Enhanced Outpatient Program teacher to receive education services?	Yes	The Enhanced Outpatient Program teacher receives recommendations from the medical staff concerning inmates who could benefit or wish education services. The teacher then interviews the inmates for agreement to receive services and a roster is developed from the recommendations.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

62.	Is the required student assessment for development of the Individualized Treatment and Education Plan completed in accordance with the Enhanced Outpatient Program assessment guidelines timelines?	No	There was some confusion as to which date was to be used for the initial entrance into education Enhanced Outpatient Program's pullout program. Additionally, one teacher has been out on extended leave since December of 2007 and the remaining teacher was under the wrong impression that she was required to also carry the work load of the other teacher, impacting her ability to meet the required timelines and to adequately provide the education services to the 15 identified pullout students, and the required assessment and Individually Tailored Education Plan.
63.	Is there documentation of the education services provided to Enhanced Outpatient Program inmates?	Yes	The Enhanced Outpatient Program teacher has been requested to provide specific documentation using a statewide standardized format, developed by the Office of Correctional Education..
64.	<div style="border: 1px solid black; padding: 2px;">Transforming Lives Network Program:</div> Are alternate modalities available for use within the housing units for the Distance Learning program? For example, video, Transforming Lives Network, institutional television, visual worksheets, etc.?	Yes	There is an education channel schedules that shows Transforming Lives Network and Kentucky Educational TV courses on the institutional education channel.
65.	Is the television specialist recording Transforming Lives Network broadcasting and archiving copies for re-broadcast and individual teacher access?	Yes	The Transforming Lives Network tapes have been recorded for broadcast later. Other educational videos are also shown.
66.	Is the television specialist setting up a broadcast schedule for the school and distributing that schedule to the school faculty?	Yes	There is a broadcast schedule and it was distributed to the school faculty.
67.	Are school faculty members given the opportunity to provide input into the broadcast schedule?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

68.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recreation/Physical Education (P.E.):</div> <p>Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program?</p>	No	<p>There is no Physical Education Teacher hired at this time nor has there been one for an extended period of time. An Academic teacher has been acting to cover the recreation program. There is a minimal schedule with the times that the yards are open, listing of movies for Friday nights and the one or two team activities that are available for the month.</p>
69.	<p>Does the Physical Education teacher follow the CDCR approved selection process for movies?</p>	No	<p>There is no movie review committee. A list of possible movies selections is distributed to the Women's Advisory Committee who distributed the list to the inmates. The returned lists are tallied as to which is the most popular movie choices and those movies are then ordered.</p>
70.	<p>Does the Physical Education teacher have sign-up sheets, team rosters, or other evidence of inmate participation in sports and health education activities?</p>	No	<p>Physical education activities are very minimal at best. There is a signup roster for the one to two team activities per month. The team activities are held on the weekend without any teacher involvement. The activities are overseen by the Women Advisory Committee and correctional staff. Inmate participation and winners information is returned to the teacher. The acting teacher indicated that more team activities would be added for the summer months.</p>
71.	<p>Is CDCR-approved State frameworks curriculum being used and are course outlines present?</p>	No	<p>No Physical Education Teacher has been in place for an extended period of time. An academic teacher has been assigned to provide recreational services. The curriculum, Healthful Living, is available..</p>

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

72.	Are health education, physical fitness training and recreational activities being provided to the Special Needs populations?	No	There is no Physical Education teacher now. The academic teacher indicated they are planning to provide activities for the "special needs" population but nothing is in place at this time.
73.	Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies?	Yes	There are records of equipment and its location.
74.	Are there sufficient supplies, such as board games and sports equipment, to ensure a viable Physical Education program?	No	There is no area designated to provide for recreational activities or services. The treadmill and a couple of the step systems have been redirected to the firehouse. The stationary bikes, step system, etc. are stored and not used or available for the inmates. New and additional games and equipment is in the process of being ordered.
75.	Are time-keeping records (CDCR Form 1697) on inmates assigned to work for the Physical Education teacher being kept?	Yes	
76.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recidivism Reduction Strategies (Physical Education):</div> Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)?	No	The acting recreation teacher stated that he does not have a program in place for the geriatric population. He stated that he was in the process of implementing one.
77.	Have the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population?	No	The acting recreation teacher stated that he did not receive the Recidivism Reduction Strategy funds. Therefore he did not expend them.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

NO.	INSTITUTION: CCWF DATE: May 19-23, 2008 COMPLIANCE TEAM: Beverly Penland, Ron Callison, Zachary Steinhaus	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;">Student Job Description:</div> <p>Are all of the inmate students' job descriptions accurate, complete, signed, and available?</p>	Yes	
2.	<div style="border: 1px solid black; padding: 2px;">Student Records/Achievements:</div> <p>Do all of classroom files reflect Test of Adult Basic Education scores that are not over six months old for students under the CDCR Literacy Plan and Office of Correctional Education Test of Adult Basic Education testing criteria?</p>	Yes	
3.	<p>Are all of the CDCR Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?</p>	Yes	
4.	<p>Is the curriculum recording system in-use, accurate, and current?</p>	Yes	
5.	<p>Does the Permanent Class Record Card (CDCR Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time (on full days) for 4-10 programs?</p>	No	<p>There seems to be some difficulty in receiving students on time, especially those students coming from "B" yard. Most teachers reflect "S" time for the delay in receiving their students, some do not.</p>
6.	<p>Are elective credits in the designated vocational subject being issued to students and recorded on their transcript in the education file?</p>	No	<p>The teachers are unaware this is possible. Many of the teachers were very positive on being able to issue credits for their programs.</p>

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

7.	Are Trade/Industry Certifications being issued and recorded to those students earning them?	No	The Office Services teachers have not received Microsoft Certification training. They are unable to issue trade certificates. Several of the programs are issuing Trade Certifications such as ETA, C-Tech, ASE and Cosmetology. However, these certifications are not reported in the Education Monthly Report. This is critical because data from this report is directly transferred to the CompStat Report under the new CompStat system.
8.	Are Certificates of Completion or Achievement as appropriate being issued and recorded for those students earning them?	Yes	
9.	<div style="border: 1px solid black; padding: 2px;">Instructional Expectations:</div> Do all of the vocational education classes have course outlines that agree with the CDCR curriculum?	No	Most of the programs did not have a course outline. The Office Services and Related Technologies programs did have course outlines.
10.	Do all of the vocational education classes have lesson plans that agree with the CDCR curriculum?	Yes	
11.	Have the Literacy Implementation Plan sections (applicable to Vocational Education) been incorporated through a core set of literacy materials into the instructional plan and do lesson plans verify this?	Yes	
12.	Are Vocational Instructors conducting and documenting at least four hours of approved related formal classroom training each week for all inmate students?	Yes	
13.	Are all of the vocational programs that have a nationally recognized certification programs participating in that program?	Yes	
14.	<div style="border: 1px solid black; padding: 2px;">Recidivism Reduction Strategies:</div> Are the Recidivism Reduction Strategies programs issuing trade certifications and/or National Center for Construction Education and Research (NCCER) certifications?	N/A	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

15.	National Center for Construction Education and Research:	Yes	
	Are all the National Center for Construction Education and Research (NCCER) accreditation guidelines for Standardized Training being used?		
16.	Are the Building Construction Trades using the Contren Learning Series text books as the primary classroom text book?	Yes	
17.	Do all of the National Center for Construction Education and Research instructors have the resources needed to effectively teach the related trades?	Yes	
18.	Are all of the building trade instructors currently National Center for Construction Education and Research Certified Instructors and have attended the Instructor Certification Training Program (ICTP)?	Yes	
19.	Are all of the craft instructors maintaining and conducting record keeping as outlined in the National Center for Construction Education and Research Accreditation Guidelines?	Yes	
20.	Are all of the instructors maintaining the confidentiality and maintain restricted access to inmate social security numbers used on the National Center for Construction Education and Research Form 200's?	Yes	
21.	Are all of the written National Center for Construction Education and Research tests, National Center for Construction Education and Research test CD-ROMs and National Center for Construction Education and Research answer keys maintained in a secure locked location with an inventory of the tests on hand?	Yes	
22.	Are all of the students evaluated based on a 70% minimum passing score on National Center for Construction Education and Research written examinations?	Yes	
23.	Are those students that fail a National Center for Construction Education and Research written test or practical exam required to wait a minimum of 48 hours prior to being retested?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

24.	Are 90% or more of the students completing the first six National Center for Construction Education and Research CORE Modules prior to starting the Level 1 for the trade?	Yes	
25.	Are all National Center for Construction Education and Research performance evaluations conducted for each module and a record of the Performance Profile Sheet maintained?	Yes	
26.	Upon successful completion of the National Center for Construction Education and Research written and performance evaluation, is the instructor documenting and submitting the Form 200 to the Unit Training Representative (UTR) for signature and forwarding to Office of Correctional Education within 60 days?	Yes	
27.	Are all of the instructors accepting National Center for Construction Education and Research Modules and Completion Certifications issued prior to students being assigned to the vocational class?	Yes	
28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test of Adult Basic Education Testing</div> Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?	Yes	All students coming into education receive a ducat and are given the Test of Adult Basic Education test and then returned to class. The classroom teacher does not do any of the initial Test of Adult Basic Education testing. The school does seem to meet the ten day requirement.
29.	Are the Test of Adult Basic Education tests administered according to the testing matrix?	Yes	The classroom teachers post test their students. The Test of Adult Basic Education coordinator sends out a listing of students who need to be tested.
30.	Is the Test of Adult Basic Education locator being used, when needed, to determine which level appropriate Test of Adult Basic Education test to administer?	No	The Test of Adult Basic Education coordinator determines the appropriate test level needed. Teachers do not use the locator as they do not administer the initial Test of Adult Basic Education test.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

31.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	Yes	
32.	Are teachers using the Test of Adult Basic Education test results as a diagnostic tool for individualized instruction and trouble shooting Test of Adult Basic Education score losses in their classes?	Yes	
33.	Are current Test of Adult Basic Education subtests placed in student's file?	No	The Test of Adult Basic Education subtests and Test of Adult Basic Education chronological reports are kept in a separate binder and not in the student's files. The binder is kept in the teacher's office to allow inmate clerks to maintain the student files.
34.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Do all or more of the Gender Responsive Strategies (GRS) vocational classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum, i.e. Cosmetology, Mill & Cabinet, Cable Technician, etc.?</p>	No	Only one teacher indicated they had received the Gender Responsive Strategies training. The remaining teachers indicated that training was scheduled over the next few months.
35.	Do all or more of the vocational classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	No	The teachers have not received training and have not incorporated Gender Responsive Strategies into their lesson plan.
36.	<div style="border: 1px solid black; padding: 2px;">Security and Order:</div> <p>Are personal alarms issued by institution to instructors and do they wear a whistle and the personal alarms on their person?</p>	No	One of the teachers had his whistle in a bag inside a cabinet. All the other teachers had their alarms and whistles.
37.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
38.	Is there an Inmate Safety Committee that conducts and records weekly safety inspections?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

39.	Is at least one hour per month of safety meetings being held and documented?	Yes	
40.	<div>Trade Advisory Committee:</div> Does the instructor have a documented, Trade Advisory Committee that meets at least quarterly?	Yes	
41.	<div>Job Market Analysis:</div> Is a current Employment Development Department Job Market Analysis and/or institutional Job Market Survey on file?	No	One of the teachers did not have a Job Market Analysis or Survey. All the other teachers had a Job Market Analysis or Survey available for inmates to review.
42.	<div>Apprenticeship:</div> Is there an active Apprenticeship Training Program?	Yes	The Auto Body Program has an apprenticeship program. The welding class had an apprenticeship program but the class is not currently operational.
43.	If there is an active Apprenticeship Training Program, do inmates meet apprenticeship requirements and receive pay?	Yes	
44.	Does the instructor have a documented active Joint Apprenticeship Committee that meets at least quarterly within the institution?	Yes	
45.	<div>Employee and Community Services Programs.</div> If vocational education programs are participating in Employee Services Programs, are they meeting Department Operation Manual and Penal Code requirements?	Yes	
46.	If vocational education programs are participating in community service projects, are they meeting Department Operation Manual requirements?	N/A	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

NO	INSTITUTION: CCWF DATE: May 19-23, 2008 COMPLIANCE TEAM: Christine Long	Yes/No or N/A	COMMENTS
1.	<div data-bbox="159 405 898 447" style="border: 1px solid black; padding: 2px;">Library Staffing:</div> <ul style="list-style-type: none"> Does the Principal, Academic Vice-Principal, or Vocational Vice-Principal supervise the library staff? Does the Senior Librarian implement/plan the library program? 	Yes	An Academic Vice-Principal supervises the library staff. The Senior Librarian is responsible for implementing the library programs
2.	<div data-bbox="159 678 898 751" style="border: 1px solid black; padding: 2px;">Department Operations Manual and Department Operations Manual Supplement:</div> <ul style="list-style-type: none"> Is the current Department Operations Manual, Section 53060 available in the main libraries and satellite libraries? Is there a Department Operations Manual library supplement that is brief, and contains no new policies and/or regulations unless they are court-ordered and does the Department Operations Manual supplement reflect the current, actual local library program? 	Yes	The library has the 2007 edition of the Department Operations Manual available in the libraries, as well as the library DOM supplement Article 32.
3.	<div data-bbox="159 1119 898 1161" style="border: 1px solid black; padding: 2px;">General Population Access Hours:</div> <ul style="list-style-type: none"> Are library hours of operation posted where General Population inmates can see them, and do General Population inmates have access to the library during off work hours? Do General Population inmates have regular access to non-legal library services? 	Yes	The library hours for the Main and Facility A libraries are posted on the outside of the door and in the housing units. The Main library is open three evenings per week and on Saturdays.
4.	<div data-bbox="159 1423 898 1465" style="border: 1px solid black; padding: 2px;">General Population/Law Library Documentation:</div> <ul style="list-style-type: none"> Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use? Is there a list showing inmates who request legal access, and those who received access? 	Yes	Inmates sign up for library access in their housing units. The forms are sent to the library; access is tracked on the library's Daily Log. The inmate signs in and out.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

5.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Restricted Housing Status Inmate Access:</div> <ul style="list-style-type: none"> • If there are Restricted Housing inmates in the institution, is there a Department Operations Manual supplement relating to their use of the library? • Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request? 	Yes	<p>The DOM supplement outlines library access for the Restricted Housing inmates. The following areas have access on the following days: Monday–the Administrative Segregation; Tuesday–B Yard; Wednesday–C Yard; Thursday–D Yard; Friday–Reception Law Library; Saturday–Open line. The third Monday of the month Death Row meets with the Women’s Advisory Counsel representative. Facility A Library services the Developmental Disability Program and Reception Recreation. The Enhanced Outpatient Program has Friday morning access, the Treatment Center on Thursday.</p>
6.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Restricted Housing Status Non-Legal Library Services:</div> <p>Do Restricted Housing inmates receive general library services?</p>	Yes	
7.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Library Expenditures:</div> <ul style="list-style-type: none"> • Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees? • If other items are purchased, are they for library use? 	Yes	<p>The library has approximately \$3,000 left to encumber.</p>
8.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Inmate Welfare Funds Expenditure:</div> <p>Are Inmate Welfare Funds used to purchase newspapers, magazines, and paperback fiction books, etc.?</p>	Yes	<p>The previous Inmate Welfare Fund allotments could be used to purchase book repair materials, the library tried to use the funds for that purpose and were denied by Inmate Welfare Fund staff.</p>

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

9.	Law Library Expenditure: <ul style="list-style-type: none"> Does the Senior Librarian understand the process associated with receiving the mandated law discs/books through the warehouse or mail room? Are the Stock Received Reports completed and submitted to the Regional Accounting Office? 	Yes	The Assistant Information Systems Analyst logs the disc in once received by the warehouse, delivers the disc to the library and installs them on to the law library computers (3).
10.	<ul style="list-style-type: none"> Are all received mandated law books and discs made available to inmates in a timely manner? Are the discs timely loaded on the Law Library Electronic Data System computer? Are the law books shelved promptly? 	Yes	They are processed right away. When large shipments are received the library staff work together to process the shipment on a chosen day.
11.	<ul style="list-style-type: none"> Are law library discs checked in by the Associate Information Specialist Analyst? If not, who checks them? 	Yes	
12.	Does the librarian know what steps to take if a mandated law library book or disc is not received when it should be?	Yes	
13.	Library Book Stock - Quality, Part I: <ul style="list-style-type: none"> Within the entire institution's libraries, is there at least one encyclopedia with a copyright date within the last five years and one unabridged dictionary no older than five years? Does the library program have at least three directories relevant to the questions asked by the population served? 	No	The World Book encyclopedia is dated 2001, a new edition is being ordered with Reduced Recidivism funding. Also a replacement for the Unabridged dictionary dated 1986 is being ordered. American Correctional Association directory is dated 2005-2007, the Lawyers directory, 2007 California Legislature and Congressional Delegates Roster are all 2007.
14.	Library Book Stock - Quality, Part II: <p>Does each library in the institution have a current world almanac, an atlas that is no more than three years old, an English language dictionary that is no more than five years old, and a Spanish and English dictionary that is no more than ten years old?</p>	No	World Almanac 2007, National Geographic Collegiate Atlas 2006, Spanish/English dictionary 1997, Webster's New World dictionary 1996.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

15.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quality, Part III:</div> <ul style="list-style-type: none"> Does each library regularly inspect the physical condition of their books? Does the library program have a book repair procedure? 	Yes	
16.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quality, Educational Support, Literacy, Multi-Ethnicity:</div> <p>Does each library in the institution have at least one textbook and two supplemental titles which have copyright dates not more than ten years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (including Spanish language) and Native American materials?</p>	Yes	Vocational texts include - cosmetology, Auto body and Repair, Office Services and Related Technologies. Academic tests include - Saxon Math, Brown Foreman reading and literature.
17.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - User Orientation:</div> <ul style="list-style-type: none"> Are book collections designed to meet the needs and interests of the inmate population served? Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box? 	Yes	The Senior Librarian meets with the Women's Advisory Council and suggestion boxes are located in each of the libraries.
18.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quantity: (Department Operations Manual Book Aug)</div> <ul style="list-style-type: none"> Does the current library collection contain the number of fiction and nonfiction books mandated by CDCR? Does this include any new books purchased through Recidivism Reduction Strategies funding? 	Yes	
19.	Have all books purchased through the Recidivism Reduction Strategies funds been received, shelved, and inmate use tracked?	Yes	The books have been processed and shelved and are tracked. Purchases for year two are being processed.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

20.	Book Access: <ul style="list-style-type: none"> Is there a card catalog or equivalent system that inmates can use to find a book by title, author, or subject matter? Can inmates request books that are not in the library collection? 	Yes	There is a Reference and Recreational booklist in binders used by the inmates. Books can be requested, but there have been few requests. The two libraries share books to fill these requests when necessary.
21.	Circulation: <p>Is there an adequate library book checkout system in place and an adequate overdue system in use?</p>	Yes	The library uses the Follett automated circulation system. An inmate clerk performs circulation duties and the library staff check for over-dues once a week.
22.	Mandated Law Library/California Code of Regulations, Department Operations Manual <ul style="list-style-type: none"> Are the Gilmore v. Lynch mandated law books up to date? Does the library collection have the most current California Code of Regulations/Title 15 in English and Spanish? Is there a method of displaying proposed and actual revisions of California Code of Regulations/Title 15 for the inmate population, and does each library have a complete up-to-date Department Operations Manual? Are all the Law Library Electronic Data System computers up-to-date and operating in each library? 	No	The library has just begun to receive the 2007/2008 subscriptions, just received the Continuing Education of the Bar-Appeals & Writs, and the Shepard's supplements have begun to come in.
23.	Law Library - American Disability Act (ADA): <p>Are American Disability Act mandatory postings present in the library?</p>	Yes	Bulletin boards are in the law library and on the walls outside the libraries for posting notices
24.	Circulating Law Library: <p>Is a procedure for accessing the Circulating Law Library in place?</p>	Yes	The library shares cases with the Deuel Vocational Institution library and Valley State Prison for Women library.
25.	Court Deadlines: <p>Are court deadlines verified, and is there documentation that inmates with established court deadlines have priority access to the library?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

26.	Law Library Forms and Supplies: Do inmates have access to court required forms; are required legal supplies adequate and available; are procedures to distribute forms and supplies appropriate; and do all law libraries follow the same law library procedures?	Yes	The library maintains and updates, when necessary, an Index of the forms held by the library.
27.	General Library Forms and Supplies: Are adequate supplies available to process library materials, and are there standardized forms for library procedures that are used by all the libraries in the institution?	Yes	
28.	Inmate Clerk Training: <ul style="list-style-type: none"> Do inmate library/law library clerks receive documented training? Are training records maintained for each inmate employee? Do inmate clerks receive training on a regular basis in law library and general library processes? 	No	There are no formal training sessions. The library staff meets with the inmate clerks, usually on Friday afternoons, to go over updates, library issues, etc.
29.	Security and Order: <ul style="list-style-type: none"> Are personal alarms issued by institution to library staff; does library staff wear a whistle and the issued personal alarms? Are exits clearly marked and evacuation plans posted in accordance with the institution's emergency evacuation plan? 	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: CCWF DATE: May 19-23, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
1.	Duty Statement/Job Description/Credentials – Literacy Learning Lab Do you have a current duty statement on file (within one year)?	Yes	Mr. John Plain is an outstanding Literacy Learning Lab teacher.
2.	Do you have a valid credential on file?	Yes	Valid credential in Education Office.
3.	Security/Order – Literacy Learning Lab Are personal alarms issued by the institution to teaching staff and worn?	Yes	Mr. Plain also has a whistle.
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	Exit sign is above the door with the evacuation plans on the left side of the door.
5.	Supervisory/Support – Literacy Learning Lab Do you receive support from your supervisor and other educational staff?	Yes	Good support from Mr. Welch, SAI.
6.	Does the Vice Principal visit/observe your class? Does the Principal visit/observe your class? Do you maintain a sign-in log?	Yes	Mr. Welch visits three to four times a week. Mr. Gonzalez visits rarely.
7.	Inmate Enrollment – Literacy Learning Lab Do you maintain a minimum enrollment of 27 students?	Yes	Twenty-seven students for 6.5 hours per day.
8.	Do students receive direct/group instruction?	Yes	Group work on board and in packets covering all subject areas.
9.	Is the Literacy Learning Lab a "self contained" program?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

10.	Student Records/Testing Achievements – Literacy Learning Lab Do you verify non-General Education Development or non-High School graduation of the student?	Yes	Mr. Plain checks with the GED Coordinator to verify the GED or High School Diploma.
11.	Do you start a student record file upon the student entering the Literacy Learning Lab program?	Yes	Mr. Plain begins the student file immediately upon entering the Plato Lab
12.	Does each student have a current Test of Adult Basic Education score? <i>If not, do you refer the student for testing?</i>	Yes	Test of Adult Basic Education and Comprehensive Adult Student Assessment System scores current. If student's TABE score is not current Mr. Plain will test student.
13.	Do you assess student's basic skill level? <i>Describe.</i>	Yes	Teacher interviews student and has the student read orally to determine reading level. He also tests them in math as well.
14.	Are at least 90% of the CDCR Form 128E chronological reports, classroom records and accountability documents current, accurate and secured?	Yes	All student files are current, accurate, and secured in locked cabinet.
15.	Are the Student Files current (incl. Test of Adult Basic Education scores and any other assessment scores)? <i>Review.</i>	Yes	All scores are current.
16.	Is there a current Student Job Description on file?	No	The Federal Education Grievance Procedure forms are not included in Student Job Description. Memo dated June 23, 2006.
17.	Instructional Expectations – Literacy Learning Lab Do you use the approved CDCR Competency Based Adult Basic Education curriculum?	Yes	Incorporated in group work and packets.
18.	Are differentiated instructional methods used? <i>Describe.</i>	Yes	Group and peer learning.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

19.	Do students track their own progress?	Yes	Students receive assignment work weekly and they track their PLATO progress from the software.
20.	Do the students receive computer orientation? Is there continuous training? Describe.	Yes	The teacher does the orientation and on going training, if needed, with each new student.
21.	Do you maintain course outlines and lesson plans? Review files.	Yes	Outstanding outlines and lesson plans daily and weekly. Competencies are check off.
22.	Do you use alternative assessment instruments (besides the required Test of Adult Basic Education), to determine a student's instructional plan? Describe.	Yes	Teacher generates reading and math quizzes for student assessment.
23.	Do students spend an average of six months of instructional time enrolled in the program?	Yes	Six months is the average stay.
24.	Other Services – Literacy Learning Lab Do you refer students to other services, i.e. medical? Describe the process.	Yes	Teacher would contact medical, only if necessary.
25.	Do you provide the students career-related information?	Yes	Job related activities, goal setting and other life skills such as the PLATO software.
26.	Do you have student aides? If so, how many and how are they used?	Yes	One student aide. She provides tutoring and clerical support for the Literacy Learning Lab.
27.	Have you participated in conferences, workshops and seminars from July 1, 2007–December 31, 2008? If so, provide a list.	Yes	Reading Plus training in August, 2007, for new software program.
28.	Expenses – Literacy Learning Lab Are spending levels appropriate for material purchases and training to support program needs?	Yes	Mr. Plain is happy with the spending levels.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

29.	Equipment – Literacy Learning Lab Do you maintain a complete and current inventory of equipment? Is equipment tagged with a Workforce Investment Act property tag? Conduct an inventory.	No	This Literacy Learning Lab has new computers. PLATO has not been out to open the upgrades. Mr. Plain has tried to make arrangements, but PLATO has not responded.
30.	Is your software appropriately maintained by PLATO's technical field staff?	No	Mr. Plain is very happy with the PLATO software. However he would like to have the upgrades installed. The Reading Plus software is not installed. CCWF received the software program in August, 2007.
31.	Do you register all new software purchases with the Associate Information Systems Analyst?	Yes	The Associate Information Systems Analyst is aware of all software used in Literacy Learning Lab.
32.	Committees/Meetings – Literacy Learning Lab How often do you meet with the referral teacher for consultation on a student?	N/A	
33.	Comprehensive Adult Student Assessment System /TOPSpro Management Information System (MIS) Coordinator Have you been trained in the area of California Accountability and the TOPSpro Management Information System to appropriately perform your duties as a Comprehensive Adult Student Assessment System (CASAS) Coordinator? When was the date of the last training? Dates of last trainings.	Yes	Mr. George Western attended the April, 2007 and the October, 2007 TOPSpro training conducted by the WIA Administrator. He also attended the 2007 Comprehensive Adult Student Assessment System Summer Inst.
34.	Do you have an adequate amount of CASAS testing materials to implement CASAS? Explain the CASAS testing procedures at your institution.	Yes	CCWF has an adequate amount of testing material. Test list sheet is given to teacher and copy of list remains with coordinator.

COMPLIANCE REVIEW FINDINGS

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Workforce Investment Act (WIA)

35.	Are the Comprehensive Adult Student Assessment System testing materials appropriately inventoried and secured?	Yes	Locked in cabinet in secured Testing Office. New filing system needed for scanned records.
36.	Are you using the latest version of the TOPSpro Management Information System software?	Yes	TOPSpro version 5.0.
37.	Is the hardware equipment (Scantron machine) and software (TOPSpro Management Information System) used to implement Comprehensive Adult Student Assessment System appropriately maintained?	Yes	Scanner is antiquated and a new scanner is on order. The computer is in good shape.
38.	Do you provide each teacher with a Student Performance by Competency Report to assistance them in preparing lesson plans?	Yes	Competency Reports for Students and Class. Student Gains by Class Report.
39.	<ul style="list-style-type: none"> Do you know how to generate the California Payment Point Report? Can you generate a Preliminary Payment Point Report? 	Yes	After each scanning to keep tabs on student progress for teachers. Assist Coordinator with data cleaning.
40.	Are the appropriate students receiving and completing the Core Performance Surveys? <i>Explain the process in place to ensure that students are receiving the surveys.</i>	Yes	If the ex-student is still at the institution the Comprehensive Adult Student Assessment System Coordinator locates student to complete survey and submit to the Workforce Investment Act Administrator.
41.	Can you generate an up to date list of students that will be receiving the Core Performance Survey for the past quarter?	Yes	Second Quarter data showed "No Student Qualified". Comprehensive Adult Student Assessment System Coordinator would locate ex-student to have her fill out survey.
42.	Can you generate a Data Integrity site review?	Yes	Data Integrity Report is used for assisting Coordinator to locate errors in the data.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

43.	Can you generate a Student Gains by Class Report? Can you produce five student Entry/Update records and Pre/Post Test records? (Check reports with Student Gains by Class Report and Student Lister. Dates, testing books, and scores should match between records.)	Yes	This report is given to the teachers to account for the students learning gains. All records matched.
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COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Elementary and Secondary Education Act (ESEA) Program

No.	INSTITUTION: CCWF DATE: May 19-23, 2008 COMPLIANCE TEAM: Sarita Mehtani	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;">Duty Statement / Job Description / Credentials</div> Do you have a current duty statement on file (within one year)?	Yes	
2.	Do you have a valid credential on file?	Yes	
3.	<div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;">Security / Order</div> Are personal alarms issued by the institution to teaching staff, and worn?	Yes	
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
5.	<div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;">Supervisory / Support</div> Do you receive support from your supervisor and other educational staff?	Yes	
6.	Do you advertise the Title I Program? Describe what methods you use to advertise this program.	Yes	Classification committees(phone calls), Flyers, pre academic youth committee, course syllabus.
7.	Does the Vice-Principal or Principal visit/observe your class? How often? Do you maintain a sign-in log?	Yes	Once a week or more.
8.	<div style="border: 1px solid black; padding: 2px; background-color: #f0f0f0;">Inmate Enrollment</div> Do you have any involvement with the Inmate Assignment Office? Describe.	Yes	To get the priority hire list, phone calls as needed.
9a.	Do you have students enrolled in your program for academic instruction only? Currently, how many students are receiving only academic instruction?	Yes	25
9b.	Do you have students enrolled in your program for Transitional Services only? Currently, how many students are receiving only Transitional Services?	Yes	17

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Elementary and Secondary Education Act (ESEA) Program

10.	Have enrolled Elementary and Secondary Education Act students read and signed The Attendance and Performance Agreement?	Yes	
11.	Have enrolled Elementary and Secondary Education Act students signed an Inmate Trust Withdrawal covering classroom equipment and supplies?	Yes	
12.	<div style="border: 1px solid black; padding: 2px;">Student Records / Testing Achievements</div> Do you verify General Education Development or High School graduation of the student? If not who does?	Yes	
13.	Do you maintain the student record file and portfolio? When do you begin the development of the student record file and portfolio?	Yes	When they are interviewed.
14.	Are at least 90% of the CDCR Form 128Es, classroom records and accountability documents current, accurate and secured? REVIEW.	Yes	
15.	Do you have current students' Test of Adult Basic Education scores? If not, do you refer the students for testing?	Yes	
16.	Is the Plato system used as a supplement to your academic instruction? EXPLAIN.	Yes	One on one instruction, PLATO to supplement.
18.	Are you receiving California Adult Student Assessment System Reports; Suggested Next Level Test, Student Profile, and Student Performance by Competency reports? Describe.	Yes	
19.	Do you use any other student assessment to assist student placement? Indicate the names of those assessment tools.	Yes	Reading Horizons, STAR, TABE, Number Power, CASAS, Slosson Oral Reading
20.	<div style="border: 1px solid black; padding: 2px;">Instructional Expectations</div> Do you Interview each eligible student before placing him in the class?	Yes	Recommendation is made to the Pre-Academic program.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Elementary and Secondary Education Act (ESEA) Program

21.	Do you use the approved CDCR Competency Based Adult Basic Education curriculum?	Yes	
22.	Do you utilize different instructional modalities in your program? Describe.	Yes	Visual/auditory/kinesthetic, PLATO, Direct Instruction: verbal/auditory
23.	Are California Adult Student Assessment System and Plato report printouts shared with students and placed in their Elementary and Secondary Education Act classroom file?	Yes	
24.	Do the students receive computer orientation? If so, who provides this training? Is there continuous training?	Yes	The teacher does.
25.	Do you develop an individual course of study for each student? EXPLAIN.	Yes	
26.	Do you have a schedule and a list of assigned students? EXPLAIN.	Yes	Each teacher is assigned one day and Friday is for Close A custody.
27.	Do all the classes utilize the Elementary and Secondary Education Act program services? Name those programs that use the Elementary and Secondary Education Act Program services.	Yes	Adult Basic Education I, II, III, GED, Distance Learning, Vocational programs.
28.	<div style="border: 1px solid black; padding: 2px;">Transitional Services</div> Is the California Adult Student Assessment System Employability Test administered to those receiving transitional services?	Yes	
29.	Do you provide the students career-related information?	Yes	PLATO, Career Exploration Inventory, occupational books, Federal Application For School Aid
30.	<div style="border: 1px solid black; padding: 2px;">Training</div> Have you participated in conferences, workshops and seminars in the current fiscal year? If so, provide a list.	Yes	Elementary and Secondary Education Act Quarterly Meeting—July, 2007

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Elementary and Secondary Education Act (ESEA) Program

31.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Equipment</div> <p>Is your inventory of equipment current? <i>Provide a list.</i></p>	Yes	
32.	<p>Is equipment tagged with an IASA/Elementary and Secondary Education Act property tag? <i>Conduct an inventory.</i></p>	Yes	
33.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Committees / Meetings</div> <p>Do you participate in the institution's quarterly Site Literacy Committee meetings?</p>	Yes	
34.	<p>Do you participate in school and/or institutional programs/projects? Explain.</p>	Yes	GED graduation, Youth Committee
35.	<p>Do you meet with the referral teacher for consultation about a student? How often?</p>	Yes	As needed, at least quarterly; some weekly

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

No.	INSTITUTION: CCWF DATE: 5/20/08 COMPLIANCE TEAM:	YES/NO OR N/A	COMMENTS VSPW participants = 35 CCWF participants = 24
1.	Does the IYO Teacher have a copy of the current IYO Grant?	Yes	
2.	Is there a signed IYO Enrollment Agreement on file for each participant?	Yes	
3.	Is there evidence on file that each participant graduated from high school or passed the GED exam?	Yes	
4.	Is there a Participant Demographic/ Biographic information sheet on file and, that his/her portfolio has been started?	Yes	
5.	Does the IYO Teacher use CAPS, COPS AND COPES to identify inmate job skills?	Yes	
6.	Are the results of CAPS, COPS AND COPES assessment on file?	Yes	
7.	Does the IYO Teacher Identify inmate jobs indexed to skills?	Yes	
8.	Does the IYO Teacher provide job counseling and job resumes for participant?	Yes	
9.	Does the IYO Teacher provide academic and vocational training courses for participants?	Yes	
10.	Does the IYO Teacher track success of IYO participants after parole?	Yes	CCRC
11.	Does the IYO Teacher provide services to prisons in surrounding areas?	Yes	VSPW/CCWF
12.	Does the IYO Teacher use the Internet, phone and fax to establish contact with Parolees?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

13	Does the IYO Teacher meet at least once on a quarterly basis with active participants in IYO?	Yes	
14	Does the IYO Teacher indicate in IYO database why inmates have declined or dropped from the IYO program?	Yes	
15	Does the IYO Teacher communicate and maintain rapport with Vocational and Academic teachers?	Yes	
16	Does the IYO Teacher prepare and submit reports to the IYO Program Coordinator via memos and the IYO database?	Yes	
17	Does the IYO Teacher attend training, IYO quarterly meetings and pertinent conferences?	Yes	
18	Does the IYO Teacher maintain a hard file for each active/inactive or former participant and participant parolee?	Yes	
19	Does the IYO Teacher's hard copy file contain assessment information, enrollment and tuition agreements, evidence of GED or high school completion, contact information and relevant chronological documentation?	Yes	
20	Is the IYO Teacher's hard file and database information consistent and in agreement with each other?	Yes	
21	Does the IYO Teacher ensure that the inventory sheet is up to date; all equipment is clearly marked and identified with IYO inventory tags?	Yes	
22	Does the IYO Teacher work with contracted vendors to help with the successful transition from prison to parole?	Yes	CCRC
23	Does the IYO Teacher check to ensure transfers from other IYO institutions still meet eligibility requirements?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

24	Does the IYO Teacher ensure that only the IYO Representative uses IYO equipment?	Yes	
25	Does the IYO Teacher use OBIS to update the candidate pool on a monthly basis?	Yes	
26	Does the IYO Teacher issue trust withdrawals for any materials or equipment loaned to participants?	Yes	
27	Does the IYO Teacher maintain all information for each participant in the IYO database and it is current and up to date to include, but not limited to, the following database fields (minimum fields to be completed)?	Yes	
a	CDC #; First and Last name	Yes	
b	EPRD; Date Of Birth	Yes	
c	Date Enrolled IYO	Yes	
d	Participant Notes if applicable	Yes	
e	Program Exit Code if applicable	Yes	
f	Program Exit Date if applicable	Yes	
g	Parole Region, Unit and County if known	Yes	
h	Training programs recorded as a separate record and corresponding tuition agreement in participant's file?	Yes	
i	Program Name; Entry Date; Completion Date; Early Exit Date and Reason (if applicable); notes on status of course/course completion, earned grade etc. in Training Placement record?	Yes	
j	Expense Date; Amount; Training Provider; Training Program; Participant Name; CDC# and applicable notes?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

k	Incarcerated and post incarcerated address noted and recorded as separate records in Location Info.	Yes	
l	Uses DDPS disk to update IYO database?	Yes	
m	Has internet access; uses internet as resource for employment and other transitional information for participant?	Yes	
n	Sends and Receives changes to IYO database to HQ within 24 hours of receiving update disk from HQ.	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

No.	INSTITUTION: CCWF DATE: May 19-23, 2008 COMPLIANCE TEAM: Ron Callison	Yes/No or N/A	COMMENTS																								
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Inmate Enrollment</div> <p>Is the class meeting the Office of Correctional Education required enrollment quota?</p> <p>(Note the actual enrollment in the comments section).</p>	Yes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">#</th> <th style="width: 40%;">Class Name</th> <th style="width: 15%;">Quota</th> <th style="width: 40%;">Enrollment</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Electronics</td> <td>27</td> <td>27</td> </tr> <tr> <td>2</td> <td>Electronics</td> <td>27</td> <td>27</td> </tr> <tr> <td>3</td> <td>Auto Body</td> <td>27</td> <td>27</td> </tr> <tr> <td>4</td> <td>Office Svcs</td> <td>27</td> <td>27</td> </tr> <tr> <td>5</td> <td>Office Svcs</td> <td>27</td> <td>27</td> </tr> </tbody> </table>	#	Class Name	Quota	Enrollment	1	Electronics	27	27	2	Electronics	27	27	3	Auto Body	27	27	4	Office Svcs	27	27	5	Office Svcs	27	27
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2.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Equipment Inventory</div> <p>Is the Vocational and Technical Education Act equipment properly tagged?</p> <p>(Note the condition of equipment in the comments section).</p>	Yes	<p>Condition of equipment:</p> <p><i>Fair to good to new</i></p>																								
3.	Is Vocational and Technical Education Act equipment used for the intended purpose?	Yes																									
4.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Student Records/Testing Achievements</div> <p>Are course completions being issued for Office of Correctional Education program training requirements?</p> <ul style="list-style-type: none"> ▪ How many students are trained per year? <p>(Note the number of students trained per year in the comments section).</p>	Yes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Number of students trained per year</th> </tr> </thead> <tbody> <tr> <td>Class #1</td> <td>65</td> </tr> <tr> <td>Class #2</td> <td>67</td> </tr> <tr> <td>Class #3</td> <td>58</td> </tr> <tr> <td>Class #4</td> <td>65</td> </tr> <tr> <td>Class #5</td> <td>60</td> </tr> </tbody> </table>	Number of students trained per year		Class #1	65	Class #2	67	Class #3	58	Class #4	65	Class #5	60												
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5.	Do Student files verify equipment training on CDCR Form 128E?	Yes																									
6.	Is the Office of Correctional Education-approved curriculum and recording system in use?	Yes																									
7.	Are lesson plans in accordance with Office of Correctional Education guidelines?	Yes																									

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

8.	Related Training Is safety and literacy training taking place in accordance with Office of Correctional Education guidelines?	Yes																																																	
9.	Vocational Classroom Physical Access Are students able to get physical to the vocational shops over 50% of the time? (Note the "X" and "S" time for the last two prior months).	Yes	<table> <tr> <th>Month</th><th>Class</th><th>X-time hours</th><th>S-time hours</th></tr> <tr> <td>1st</td><td>1st</td><td>1763</td><td>1721</td></tr> <tr> <td>2nd</td><td>1st</td><td>2077</td><td>861</td></tr> <tr> <td>1st</td><td>2nd</td><td>1493</td><td>1279</td></tr> <tr> <td>2nd</td><td>2nd</td><td>1352</td><td>1109</td></tr> <tr> <td>1st</td><td>3rd</td><td>2576</td><td>1071</td></tr> <tr> <td>2nd</td><td>3rd</td><td>2790</td><td>505</td></tr> <tr> <td>1st</td><td>4th</td><td>1458</td><td>1858</td></tr> <tr> <td>2nd</td><td>4th</td><td>1761</td><td>1259</td></tr> <tr> <td>1st</td><td>5th</td><td>2464</td><td>1060</td></tr> <tr> <td>2nd</td><td>5th</td><td>1982</td><td>1105</td></tr> <tr> <td></td><td>Totals</td><td>19,716</td><td>11,828</td></tr> </table>	Month	Class	X-time hours	S-time hours	1 st	1 st	1763	1721	2 nd	1 st	2077	861	1 st	2 nd	1493	1279	2 nd	2 nd	1352	1109	1 st	3 rd	2576	1071	2 nd	3 rd	2790	505	1 st	4 th	1458	1858	2 nd	4 th	1761	1259	1 st	5 th	2464	1060	2 nd	5 th	1982	1105		Totals	19,716	11,828
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10.	Trade Advisory Committee Are quarterly meetings held and minutes kept? (Note the Number of Trade Advisory Committee members, number in the comments section).	Yes	Number of TAC members: 1 st Class: 7 members 2 nd Class: 7 members 3 rd Class: 5 members 4 th Class: 3 members plus PVSP 5 th Class: 3 members plus PVSP																																																

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

11.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Supplemental Areas (not counted for points on the overall Compliance Review) </div> <p>Apprenticeship:</p> <ul style="list-style-type: none"> ▪ Number of apprentices_____ ▪ Institutional Pay_____ ▪ Union/Company Affiliation_____ <ul style="list-style-type: none"> ▪ Current DAS Form_____ ▪ OJT Work Logged_____ ▪ Less than 5 years_____ 	Yes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 8%;">Class #</th> <th style="width: 8%;"># Apprentices</th> <th style="width: 8%;">Institution Pay</th> <th style="width: 20%;">Union/ Affiliation</th> <th style="width: 8%;">DAS Form</th> <th style="width: 8%;">OJT Logged</th> <th style="width: 8%;"><5 years</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td>2nd</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td>3rd</td> <td style="text-align: center;">5</td> <td style="text-align: center;">Y</td> <td>Central Valley Auto & Machinists</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">Y</td> </tr> <tr> <td>4th</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td>5th</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> </tbody> </table>	Class #	# Apprentices	Institution Pay	Union/ Affiliation	DAS Form	OJT Logged	<5 years	1 st	0	-	-	-	-	-	2 nd	0	-	-	-	-	-	3 rd	5	Y	Central Valley Auto & Machinists	Y	Y	Y	4 th	0	-	-	-	-	-	5 th	0	-	-	-	-	-
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12.	<p>Is the shop clean?</p> <p>(Note the cleanliness and general maintenance of the shop in the comments section).</p>	Yes																																											

COMPLIANCE REVIEW FINDINGS

Developmental Disability Program

	INSTITUTION: CCWF DATE: May 21, 2007 COMPLIANCE TEAM: Beverly Penland	YES/NO or N/A	COMMENTS
1	<div>Administration:</div> <p>Are all Developmental Disability Program (DDP) staff hired and in place?</p>	No	The DDP Library Technical Assistant has been out on long term sick for over a year. Another Library Technical Assistant has been performing the required tasks and duties and has been doing a very good job in providing all required and necessary services.
2	Are all DDP staff appropriately assigned and under the supervision of the Principal (via Vice Principal) in accordance with CDCR policy?	Yes	
3.	Do all DDP education and library staffs perform the required duties (Duty Statement) as described in the Clark remedial Plan?	Yes	Because the DDP Library Technical Assistant is out on long term sick, another Library Technical Assistant is doing a very good job providing the necessary services and requirements
4	Has all education staff received training in performing the required duties as described in the Clark Remedial Plan?	Yes	
5	Are inmate academic assignments being made in accordance with the Clark Remedial Plan?	Yes	
6	Are inmate vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course description and an inmate's ability to perform the essential functions of the assignment as described in the Clark Remedial Plan?	Yes	
7	<div>Developmental Disability Program Staff; Academic and Vocational Programs:</div> <p>Is the DDP Teacher participating in the Interdisciplinary Support Team/Initial Classification Committee/Unit Classification Committee meetings?</p>	Yes	There are two teachers and they rotate attending the Interdisciplinary Support Team/Initial Classification Committee/Unit Classification Committee meeting

COMPLIANCE REVIEW FINDINGS

Developmental Disability Program

8	Does the DDP Teacher have a current roster of all DDP inmates assigned to academic and vocational education?	Yes	The Office of Correctional Education has requested that a standard state-wide format for the roster and a copy be sent monthly to the Office of Correctional Education.
9	Are all of the required assessments completed within the timelines as outlined in the Clark Remedial Plan?	No	The assessment is not always completed within the required timelines due to various reasons. It was requested that circumstances preventing the assessment from being completed within the appropriate timelines to be noted or documented.
10	Is there a current Individually Tailored Education Plan (ITEP) for inmates assigned to education receiving education services from the DDP Teacher?	Yes	Teacher has current Individually Tailored Education Plan for all students currently receiving services. Copies of the Individually Tailored Education Plan developed are to be sent to the Office of Correctional Education on a monthly basis.
11	Is there documentation of education services provided to assigned DDP inmates?	Yes	The DDP staff have been requested to provide documentation of education services be completed on a statewide standardized form that was given to them by staff from the Office of Correctional Education.
12	Does the DDP Teacher hold Student Study Team (SST) meeting with the regular classroom teacher, Education Supervisor and inmate?	Yes	
13	<div>Library/Law Library Developmental Disability Program Library Technical Assistant:</div> <div>Is orientation provided to all DDP inmates regarding the Law Library and other library services?</div>	Yes	A Library Technical Assistant provides orientation and other services to the DDP inmates.
14	Is there documentation available on services provided to Developmentally Disability inmates on CDCR Form 128B, Library Log, etc.?	Yes	
15	Is reasonable access to forms, regulations and procedures in the available in the Library?	Yes	

COMPLIANCE REVIEW FINDINGS

Developmental Disability Program

16	Is equipment and materials available for inmates with a disability as described "Library Access" of the Clark Remedial Plan?	Yes	The Library staff are in the process of ordering new equipment, additional books and materials to better service the needs of the DDP populations.
17	Are alternative materials available in the library?	Yes	The Library staff are in the process of ordering additional alternative books and materials to further service the needs of the DDP populations.

COMPLIANCE REVIEW FINDINGS

Disability Placement Program

No.	INSTITUTION: CCWF DATE: May 21, 2008 COMPLIANCE TEAM: Beverly Penland	YES/NO or NA	COMMENTS
1.	Administration: Does the Disability Placement Program (DPP) teacher report to and is under the Principal's supervision (via Vice-Principal) in accordance with CDCR policy?	Yes	
2.	Does the DPP teacher perform the required duties as described in the September 30, 1999, memo from former CDCR Director David Tristan?	Yes	
3.	Education Programs: Does the DPP teacher maintain a current DPP roster and up to date documentation of education services provided to inmates assigned to Education?	Yes	The DPP teacher has an inmate roster and documentation of services provided. The teacher has been requested by the Office of Correctional Education to provide documentation on a standardized form that was provided.
4.	Is the DPP Teacher included in committee actions, counselor/medical contact, and as a teacher resource for actions related to DPP inmates assigned to Education?	Yes	The DPP teacher attends Classification once a month and is available as a resource to staff related to DPP inmates.
5.	Library/Law Library: Is the DPP equipment/material available and on site for DPP students/DPP inmate library use as described on, Section H, page 11 of the <u>Armstrong vs. Davis Remedial Plan</u> ?	Yes	
6	Does the library provide services that include accessibility, alternative materials and forms for DPP inmates?	Yes	The Library staff is in the process of ordering additional equipment, books and materials to better service the DPP inmates.